



## Lesson Resources – Table of Contents









### Music of Minnesota American Indian Tribes and Communities









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These lesson resources were created to help you and your students learn about the music of Minnesota American Indian tribes and communities and address (2018) Minnesota Arts Standards, Anchor Standard 10: *Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.*

Grade	Strand*	"I can..."	Resource
Teacher	Connect		<b>Background Information – Music of MN American Indian tribes and communities</b>
K-12 	Connect	I can describe traditional music of Minnesota American Indians.	<b>Traditional Music of MN American Indian tribes and communities</b> Excerpt of Kevin Locke, Indigenous flute
K-4 	Respond	I can respond to the steady beat of the music.	<b>Fry Bread – Then and Now</b> Pair <i>Fry Bread: A Native American Family Story</i> by Kevin Noble Maillard and Juana Martinez-Neal and "Fry Bread" by Minnesota musician Keith Secola.
	Connect	I can listen to and describe the music.	
K-5 	Respond	I can recognize flutes from different cultures.	<b>Flutes Around the World</b> See and hear the Indigenous flute (Minnesota area), Hmong flute, panpipes and quena (Columbia) and Fulani flute (Senegal)
	Connect		
2-5 	Respond	I can tell about the jingle dress and jingle dress dance.	<b>The Story of the Jingle Dress – Elementary</b> Excerpts from "The Jingle Dress Tradition" by Mille Lacs Band of Ojibwe and Twin Cities Public Television and "2105 Hinckley Pow Wow"
	Connect		
6-12 	Respond	I can describe the music and movements of traditional jingle dancing.	<b>The Power of the Jingle Dress – Then and Now</b> Excerpts from "Traditional Jingle Dancing of the Mille Lacs Band of Ojibwe   Little Otter   TEDxGullLake" and "Jingle Dress Dancers in the Modern World: Ojibwe People and Pandemics"
	Connect	I can place the jingle dress in the context of today.	
6-12 	Connect	I can talk about the history of the jingle dress. I can describe two styles of jingle dress dancing.	<b>The Jingle Dress Marked its 100<sup>th</sup> Anniversary</b> View "The Jingle Dress Tradition" by Mille Lacs Band of Ojibwe and Twin Cities Public Television and excerpts from "Old Style Jingle Special @ Mille Lacs Lake 2017" and "Old Style Jingle Dress Special – Saturday Night Live in Hinckley, June 2016"
1-5 	Perform	I can sing "Nibi Song" and tell its story.	<b>"Nibi Song"   We Are Water Protectors</b> Learn the "Nibi Song" and pair with <i>We Are Water Protectors</i> by Carole Lindstrom and Michaela Goade.
	Connect		
6-8 	Connect	I can talk about the Water Walk. I can connect the Water Walk to my personal life.	<b>The Water Walk</b> Learn the "Nibi Song" from the song's creator; Connect to respect of water/natural resources and social causes.
	Perform	I can sing "Nibi Song."	

Grade	Strand*	"I can..."	Resource
6-8 	Respond	I can explain how music is influenced by the context in which it was created.	<b>"Sagepatch Kid" by Tufawon</b> Meet Dakota/Boricua hip hop artist Tufawon; compare two different performances of "Sagepatch Kid" and discuss connections to his roots <b>Note: You are encouraged to read through the lyrics yourself before introducing the song to students.</b>
	Connect		
6-12 	Respond	I can listen to and describe an Anishinaabe song.	<b>"New Day Song" by Oshkii Giizhik Singers</b> Listen to "New Day Song" on ReverbNation website
	Connect	I can explain how music is influenced by the context in which it was created.	
1-5 	Respond	I can connect music to the context in which it was created.	<b>Star People – Elementary</b> Read <i>The Star People: A Lakota Story</i> and respond to an excerpt of "Star People" by Paul LaRoche and Brulé
	Connect		
6-12 	Connect	I can explain ways that music connects to cultural identity.	<b>Paul LaRoche and Brulé</b> View "Postcards: Brulé" by Pioneer Public Television and "Brulé & Airo – Star People"
6-12 	Connect	I can explain how music is influenced by the context in which it was created.	<b>Meet Tall Paul</b> View "Prayers in a Song" and Tall Paul   The Ways
8-12 	Connect	I can explain how music connects to personal, societal, and cultural contexts.	<b>Meet Leah Lemm</b> View/describe an excerpt of <i>Ruins</i> and discuss how it reflects the life and intent of the composer
9-12 	Connect	I can explain how music connects to personal, societal, and cultural contexts.	<b>Meet Pretendians</b> View "The 38" which is based on the hanging of 38 Dakota men at the end of the U.S.-Dakota War of 1862 <b>Warning: Think this lesson through before presenting it to students. It may work well to partner with Social Studies teacher.</b>
9-12 	Connect	I can explain how music connects to personal, societal, and cultural contexts.	<b>Meet Keith Secola</b> Learn about the Native American boarding schools and view "Say Your Name" <b>Warning: This lesson is based on sensitive material, especially for students who have suffered trauma or Adverse Childhood Experiences (ACES).</b>
K-12	Respond		<b>Assessment Strategies and Feedback Tools</b> Gather evidence of learning on Responding and Connecting benchmarks
	Connect		
PreK-3 Adult	Connect		<b>Barden Picks from the Perpich Library – Fall 2020</b> Books for PreK-grade 3 students or adults to support learning about Minnesota American Indian tribes & communities

\* The strands of the (2018) K-12 Minnesota Standards in Music are Foundations, Create, Perform, Respond, and Connect.